

## JOHN C CALHOUN ELEMENTARY

750 North Calhoun Street  
Calhoun Falls, South Carolina 29628

**GRADES** K-5 Elementary School

**ENROLLMENT** 217 Students

**PRINCIPAL** Sherwin L. Johnson 864-447-8016

**SUPERINTENDENT** C. Michael Campbell, Ph.D. 864-459-5427

**BOARD CHAIR** Dr. Larry D. Lawson 864-446-3250

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 3         | 19   | 55      | 21            | 1              |

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

|             | <b>Absolute Rating</b> | <b>Improvement Rating</b> | <b>Adequate Yearly Progress</b> |
|-------------|------------------------|---------------------------|---------------------------------|
| <b>2001</b> | Average                | Below Average             | N/A                             |
| <b>2002</b> | Average                | Below Average             | N/A                             |
| <b>2003</b> | Average                | Unsatisfactory            | No                              |
| <b>2004</b> | Average                | Unsatisfactory            | Yes                             |

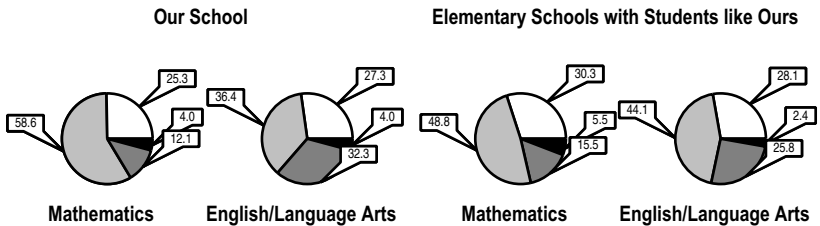
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

64.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

|                                                                                     |                    |                                                                                                                                   |
|-------------------------------------------------------------------------------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------|
|    | <b>Advanced</b>    | Very high score; very well prepared to work at next grade level; exceeded expectations                                            |
|  | <b>Proficient</b>  | Well prepared to work at next grade level; met expectations                                                                       |
|  | <b>Basic</b>       | Met standards; minimally prepared, can go to next grade level                                                                     |
|  | <b>Below Basic</b> | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

|                                                                    | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced (adj.)</i> | <i>Performance<br/>Objective Met</i> | <i>Participation<br/>Objective Met</i> |
|--------------------------------------------------------------------|-----------------------------------------------------|-----------------|----------------------|----------------|---------------------|-------------------|---------------------------------------------|--------------------------------------|----------------------------------------|
| <b>English/Language Arts - State Performance Objective = 17.6%</b> |                                                     |                 |                      |                |                     |                   |                                             |                                      |                                        |
| All Students                                                       | 102                                                 | 100.0           | 27.3                 | 36.4           | 32.3                | 4.0               | 42.4                                        | Yes                                  | Yes                                    |
| <b>Gender</b>                                                      |                                                     |                 |                      |                |                     |                   |                                             |                                      |                                        |
| Male                                                               | 52                                                  | 100.0           | 35.3                 | 41.2           | 19.6                | 3.9               | 29.4                                        |                                      |                                        |
| Female                                                             | 50                                                  | 100.0           | 18.8                 | 31.3           | 45.8                | 4.2               | 56.3                                        |                                      |                                        |
| <b>Racial/Ethnic Group</b>                                         |                                                     |                 |                      |                |                     |                   |                                             |                                      |                                        |
| White                                                              | 44                                                  | 100.0           | 20.5                 | 36.4           | 34.1                | 9.1               | 52.3                                        | Yes                                  | Yes                                    |
| African-American                                                   | 53                                                  | 100.0           | 32.0                 | 34.0           | 34.0                | 0.0               | 36.0                                        | Yes                                  | Yes                                    |
| Asian/Pacific Islanders                                            | 2                                                   | I/S             | I/S                  | I/S            | I/S                 | I/S               | I/S                                         | I/S                                  | I/S                                    |
| Hispanic                                                           | 3                                                   | I/S             | I/S                  | I/S            | I/S                 | I/S               | I/S                                         | I/S                                  | I/S                                    |
| American Indian/Alaskan                                            | N/A                                                 | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                         | I/S                                  | I/S                                    |
| <b>Disability Status</b>                                           |                                                     |                 |                      |                |                     |                   |                                             |                                      |                                        |
| Not disabled                                                       | 81                                                  | 100.0           | 22.8                 | 38.0           | 34.2                | 5.1               | 45.6                                        |                                      |                                        |
| Disabled                                                           | 21                                                  | 100.0           | 45.0                 | 30.0           | 25.0                | 0.0               | 30.0                                        | I/S                                  | I/S                                    |
| <b>Migrant Status</b>                                              |                                                     |                 |                      |                |                     |                   |                                             |                                      |                                        |
| Migrant                                                            | N/A                                                 | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                         |                                      |                                        |
| Non-migrant                                                        | 102                                                 | 100.0           | 27.3                 | 36.4           | 32.3                | 4.0               | 42.4                                        |                                      |                                        |
| <b>English Proficiency</b>                                         |                                                     |                 |                      |                |                     |                   |                                             |                                      |                                        |
| Limited English Proficient                                         | 4                                                   | I/S             | I/S                  | I/S            | I/S                 | I/S               | I/S                                         | I/S                                  | I/S                                    |
| Non-Limited English Proficient                                     | 98                                                  | 100.0           | 26.3                 | 35.8           | 33.7                | 4.2               | 43.2                                        |                                      |                                        |
| <b>Socio-Economic Status</b>                                       |                                                     |                 |                      |                |                     |                   |                                             |                                      |                                        |
| Subsidized meals                                                   | 78                                                  | 100.0           | 34.7                 | 38.7           | 26.7                | 0.0               | 30.7                                        | Yes                                  | Yes                                    |
| Full-pay meals                                                     | 24                                                  | 100.0           | 4.2                  | 29.2           | 50.0                | 16.7              | 79.2                                        |                                      |                                        |

|                                                          |     |       |      |      |      |     |      |     |     |
|----------------------------------------------------------|-----|-------|------|------|------|-----|------|-----|-----|
| <b>Mathematics - State Performance Objective = 15.5%</b> |     |       |      |      |      |     |      |     |     |
| All Students                                             | 102 | 100.0 | 25.3 | 58.6 | 12.1 | 4.0 | 24.2 | Yes | Yes |
| <b>Gender</b>                                            |     |       |      |      |      |     |      |     |     |
| Male                                                     | 52  | 100.0 | 27.5 | 52.9 | 13.7 | 5.9 | 23.5 |     |     |
| Female                                                   | 50  | 100.0 | 22.9 | 64.6 | 10.4 | 2.1 | 25.0 |     |     |
| <b>Racial/Ethnic Group</b>                               |     |       |      |      |      |     |      |     |     |
| White                                                    | 44  | 100.0 | 15.9 | 61.4 | 20.5 | 2.3 | 29.5 | Yes | Yes |
| African-American                                         | 53  | 100.0 | 32.0 | 58.0 | 6.0  | 4.0 | 20.0 | Yes | Yes |
| Asian/Pacific Islander                                   | 2   | I/S   | I/S  | I/S  | I/S  | I/S | I/S  | I/S | I/S |
| Hispanic                                                 | 3   | I/S   | I/S  | I/S  | I/S  | I/S | I/S  | I/S | I/S |
| American Indian/Alaskan                                  | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  | I/S | I/S |
| <b>Disability Status</b>                                 |     |       |      |      |      |     |      |     |     |
| Not disabled                                             | 81  | 100.0 | 19.0 | 60.8 | 15.2 | 5.1 | 30.4 |     |     |
| Disabled                                                 | 21  | 100.0 | 50.0 | 50.0 | 0.0  | 0.0 | 0.0  | I/S | I/S |
| <b>Migrant Status</b>                                    |     |       |      |      |      |     |      |     |     |
| Migrant                                                  | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |     |     |
| Non-migrant                                              | 102 | 100.0 | 25.3 | 58.6 | 12.1 | 4.0 | 24.2 |     |     |
| <b>English Proficiency</b>                               |     |       |      |      |      |     |      |     |     |
| Limited English Proficient                               | 4   | I/S   | I/S  | I/S  | I/S  | I/S | I/S  | I/S | I/S |
| Non-Limited English Proficient                           | 98  | 100.0 | 25.3 | 58.9 | 12.6 | 3.2 | 24.2 |     |     |
| <b>Socio-Economic Status</b>                             |     |       |      |      |      |     |      |     |     |
| Subsidized meals                                         | 78  | 100.0 | 28.0 | 61.3 | 6.7  | 4.0 | 17.3 | Yes | Yes |
| Full-pay meals                                           | 24  | 100.0 | 16.7 | 50.0 | 29.2 | 4.2 | 45.8 |     |     |

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

|                              |                | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced</i> |
|------------------------------|----------------|-----------------------------------------------------|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| <b>English/Language Arts</b> |                |                                                     |                 |                      |                |                     |                   |                                      |
| <b>2003</b>                  | <b>Grade 3</b> | 45                                                  | 100.0           | 29.5                 | 40.9           | 27.3                | 2.3               | 29.5                                 |
|                              | <b>Grade 4</b> | 25                                                  | 100.0           | 39.1                 | 52.2           | 8.7                 | N/A               | 8.7                                  |
|                              | <b>Grade 5</b> | 46                                                  | 100.0           | 44.2                 | 44.2           | 11.6                | N/A               | 11.6                                 |
|                              | <b>Grade 6</b> | N/A                                                 | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 7</b> | N/A                                                 | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 8</b> | N/A                                                 | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| <b>2004</b>                  | <b>Grade 3</b> | 36                                                  | 100.0           | 13.9                 | 30.6           | 47.2                | 8.3               | 55.6                                 |
|                              | <b>Grade 4</b> | 38                                                  | 100.0           | 39.5                 | 34.2           | 23.7                | 2.6               | 26.3                                 |
|                              | <b>Grade 5</b> | 28                                                  | 100.0           | 28.6                 | 46.4           | 25.0                | N/A               | 25.0                                 |
|                              | <b>Grade 6</b> | N/A                                                 | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 7</b> | N/A                                                 | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 8</b> | N/A                                                 | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| <b>Mathematics</b>           |                |                                                     |                 |                      |                |                     |                   |                                      |
| <b>2003</b>                  | <b>Grade 3</b> | 45                                                  | 100.0           | 22.7                 | 61.4           | 11.4                | 4.5               | 15.9                                 |
|                              | <b>Grade 4</b> | 25                                                  | 100.0           | 17.4                 | 73.9           | 8.7                 | N/A               | 8.7                                  |
|                              | <b>Grade 5</b> | 46                                                  | 100.0           | 25.6                 | 58.1           | 11.6                | 4.7               | 16.3                                 |
|                              | <b>Grade 6</b> | N/A                                                 | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 7</b> | N/A                                                 | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 8</b> | N/A                                                 | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| <b>2004</b>                  | <b>Grade 3</b> | 36                                                  | 100.0           | 19.4                 | 66.7           | 11.1                | 2.8               | 13.9                                 |
|                              | <b>Grade 4</b> | 38                                                  | 100.0           | 23.7                 | 60.5           | 15.8                | N/A               | 15.8                                 |
|                              | <b>Grade 5</b> | 28                                                  | 100.0           | 32.1                 | 50.0           | 7.1                 | 10.7              | 17.9                                 |
|                              | <b>Grade 6</b> | N/A                                                 | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 7</b> | N/A                                                 | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 8</b> | N/A                                                 | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

|                                                                                 | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---------------------------------------------------------------------------------|------------|-----------------------|--------------------------------------------|--------------------------|
| Students (n= 217)                                                               |            |                       |                                            |                          |
| First graders who attended full-day kindergarten                                | 100.0%     | N/C                   | 100.0%                                     | 100.0%                   |
| Retention rate                                                                  | 4.9%       | Down from 7.4%        | 3.5%                                       | 2.7%                     |
| Attendance rate                                                                 | 97.2%      | Up from 94.6%         | 96.3%                                      | 96.4%                    |
| Students with disabilities other than speech taking PACT (ELA) off grade level  | 2.9%       |                       | 6.3%                                       | 4.6%                     |
| Students with disabilities other than speech taking PACT (Math) off grade level | 2.9%       |                       | 5.3%                                       | 3.5%                     |
| Eligible for gifted and talented                                                | 9.5%       | Up from 3.4%          | 7.2%                                       | 13.5%                    |
| On academic plans                                                               | N/AV       | N/AV                  | N/A                                        | N/AV                     |
| On academic probation                                                           | N/AV       | N/AV                  | N/A                                        | N/AV                     |
| With disabilities other than speech                                             | 10.7%      | Up from 5.9%          | 8.9%                                       | 8.2%                     |
| Older than usual for grade                                                      | 2.3%       | Up from 0.8%          | 2.1%                                       | 0.9%                     |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses      | 1.4%       | Down from 2.5%        | 0.0%                                       | 0.0%                     |

|                                                     |           |                  |           |           |
|-----------------------------------------------------|-----------|------------------|-----------|-----------|
| Teachers (n= 16)                                    |           |                  |           |           |
| Teachers with advanced degrees                      | 25.0%     | Down from 29.4%  | 48.2%     | 51.4%     |
| Continuing contract teachers                        | 87.5%     | Down from 94.1%  | 83.6%     | 87.5%     |
| Highly qualified teachers**                         | 92.9%     | N/A              | 94.4%     | 95.0%     |
| Teachers with emergency or provisional certificates | 0.0%      |                  | 0.0%      | 0.0%      |
| Teachers returning from previous year               | 77.0%     | Up from 72.9%    | 85.2%     | 86.7%     |
| Teacher attendance rate                             | 93.0%     | Down from 95.5%  | 94.8%     | 94.9%     |
| Average teacher salary                              | \$35,478  | Down 3.6%        | \$40,406  | \$40,760  |
| Prof. development days/teacher                      | 12.5 days | Up from 9.2 days | 13.3 days | 12.4 days |

|                                               |           |                     |           |           |
|-----------------------------------------------|-----------|---------------------|-----------|-----------|
| School                                        |           |                     |           |           |
| Principal's years at school                   | 14.0      | Up from 13.0        | 3.0       | 4.0       |
| Student-teacher ratio in core subjects        | 17.4 to 1 | Down from 20.9 to 1 | 17.6 to 1 | 18.9 to 1 |
| Prime instructional time                      | 87.3%     | Down from 88.8%     | 89.6%     | 90.0%     |
| Dollars spent per pupil*                      | \$5,590   | Down 5.3%           | \$6,453   | \$6,044   |
| Percent of expenditures for teacher salaries* | 66.0%     | No change           | 64.9%     | 65.9%     |
| Opportunities in the arts                     | Good      | No change           | Good      | Good      |
| Parents attending conferences                 | 94.0%     | Down from 99.0%     | 99.0%     | 99.0%     |
| SACS accreditation                            | Yes       | No change           | Yes       | Yes       |
| Character development program                 | Good      | N/A                 | Good      | Good      |

\* Prior year audited financial data are reported.

|                                                     | Our District    | State               |
|-----------------------------------------------------|-----------------|---------------------|
| Highly qualified teachers in low poverty schools**  | N/A             | 92.0%               |
| Highly qualified teachers in high poverty schools** | 92.9%           | 91.1%               |
|                                                     | State Objective | Met State Objective |
| Highly qualified teachers in this school**          | 65.0%           | Yes                 |
| Student attendance in this school                   | 95.3%           | Yes                 |

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Commitment to the value of education is a key factor influencing the academic progress of students and the school. At John C. Calhoun Elementary, the administration, faculty, and staff are committed to continuous academic progress and excellence. We invite you to join us in this commitment.

At JCCE, we commit to improving teaching and learning so that every child scores basic or above, raising academic expectations for every child to increase the number of students scoring proficient and advanced, and seeking support from the parents, businesses, and the overall community to promote the academic success of each student. As outlined in our School Renewal Plan, we will work to accomplish these goals by targeting the development of learning-to-learn skills, thinking and reasoning skills, and personal and social responsibility skills. We will also work to improve our mathematics and English language arts (ELA) programs and the academic achievement of our students.

PACT results for 2001 - 2003 indicate an overall improvement in mathematics. In the area of English language arts, however, the overall results indicate a decline in the students scoring Basic or above. When compared to other schools similar to ours, our students performed better in mathematics and slightly below in ELA.

Teachers continue to work diligently to improve the instructional program at JCCE. Our involvement with the South Carolina State Improvement Grant provides teachers with training by nationally recognized researchers and practitioners in the areas of reading and behavior management on research-based strategies that have been shown to be effective.

Our school has gained recognition for its progress with its school-wide behavior and character education program. Since its implementation in 2000-2001, disciplinary referrals have been reduced by almost 75%, with the greatest decrease for African American males. The most recent data indicate a significant drop in safety-related infractions (i.e., fights). This has resulted in a more orderly environment and more instructional time in the classroom.

Our school is currently undergoing a comprehensive assessment of its reading program. A new English language arts curriculum has been adopted that will be supported with research-based, supplemental instructional strategies and materials. Students will be assessed school-wide throughout the year to determine their level of reading progress. Teachers will be trained to administer this research-based reading assessment instrument so they can more closely monitor each student's progress.

As a faculty, we will continue to grow, learn, and improve our skills as educators so we can help our students grow, learn, and achieve success. We earnestly solicit your help and cooperation as we work to make our school better for all of our students.

Sherwin L. Johnson, Principal

Mrs. Fran S. Brown, Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

|                                                               | <b>Teachers</b> | <b>Students*</b> | <b>Parents*</b> |
|---------------------------------------------------------------|-----------------|------------------|-----------------|
| <b>Number of surveys returned</b>                             | 19              | 26               | 18              |
| <b>Percent satisfied with learning environment</b>            | 94.7%           | 84.0%            | 88.9%           |
| <b>Percent satisfied with social and physical environment</b> | 89.5%           | 80.8%            | 77.8%           |
| <b>Percent satisfied with home-school relations</b>           | 47.4%           | 80.8%            | 72.2%           |

\*Only students at the highest elementary school grade level at this school and their parents were included.